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ABSTRACT

The management system for a reading program designed to provide individualized instruction for junior high school students on all reading levels is described. The following components are outlined: diagnosis of student reading strengths and weaknesses, student profile compilation, program planning, student contracts and contract evaluation, and student folders and record sheets. Components can be adapted for use with many types of reading programs and any available instructional materials. Reproductions of program planning and record keeping forms are provided. (LP)

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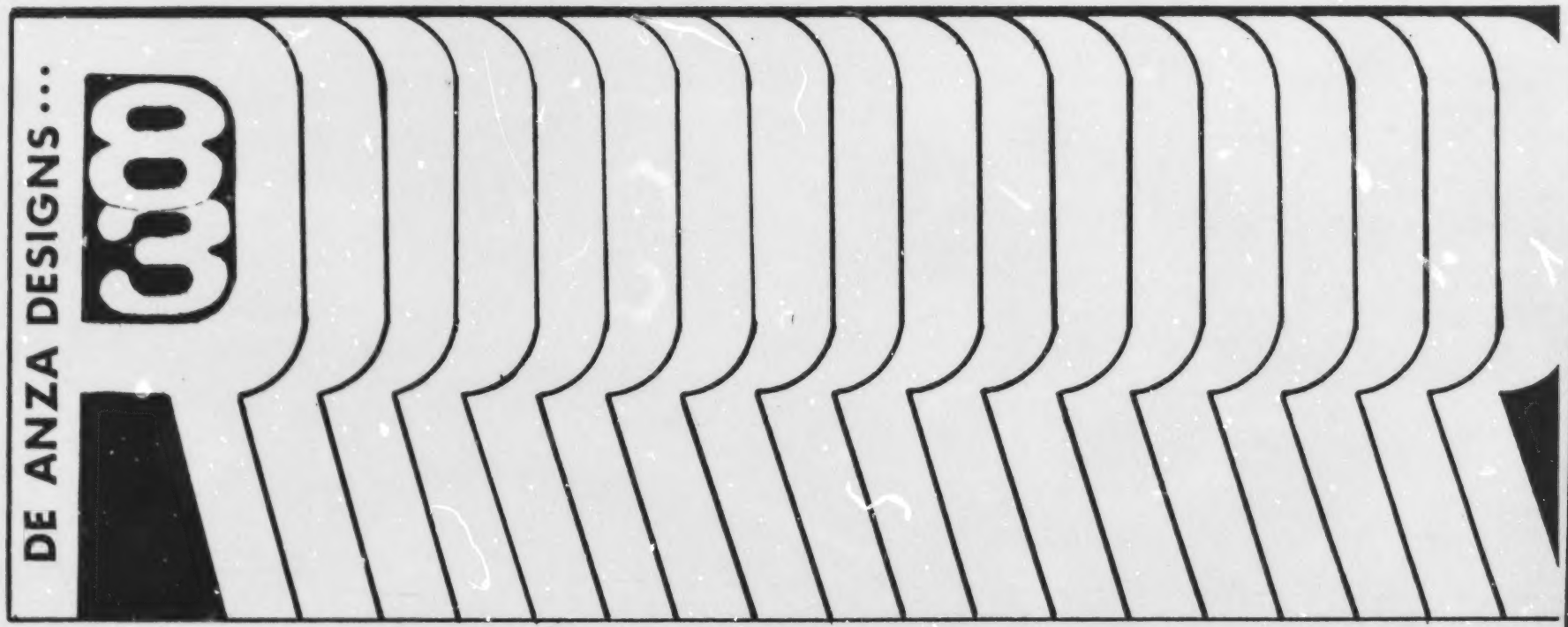
Demonstration Reading Program

De Anza Junior High

Ontario-Montclair, California



A MANAGEMENT SYSTEM FOR READING

CS 007 155

DE ANZA DESIGNS

A MANAGEMENT SYSTEM FOR READING

BY

FUTUREPRINT

NDN DEVELOPER/DEMONSTRATOR

CALIFORNIA DEMONSTRATION PROGRAM IN READING

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COVER DESIGN

MARCH 1978
REVISED 1980
REVISED 1983

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INTRODUCTION

Futureprint is a California Demonstration Program in Reading developed by project staff at De Anza Junior High School in the Ontario-Montclair School District. It has been funded by the California State Department of Education since 1973. In 1982, Futureprint was validated by the Joint Dissemination Review Panel as an exemplary program and was funded by the United States Department of Education as a Developer/Demonstrator with the National Diffusion Network.

Futureprint is a reading program designed to provide individualized instruction for all junior high students regardless of their reading levels. All students participate whether remedial, corrective or developmental. The goal is to help every student become a better reader.

The management system being used at De Anza Junior High was developed by the Reading Center staff to implement its diagnostic-prescriptive program of individualized instruction. Over a ten year period, the system has been modified and further developed as the teachers have used it to meet the needs of their junior high students. We offer our system as a practical and effective method of organizing a reading program.

This booklet is intended to assist teachers who are developing a program of individualized instruction based on the Futureprint model. The component parts of the management system can be adapted for use with many types of reading programs and with whatever instructional materials are available. The purpose of the system is to help teachers organize a variety of materials for use with a wide range of students.

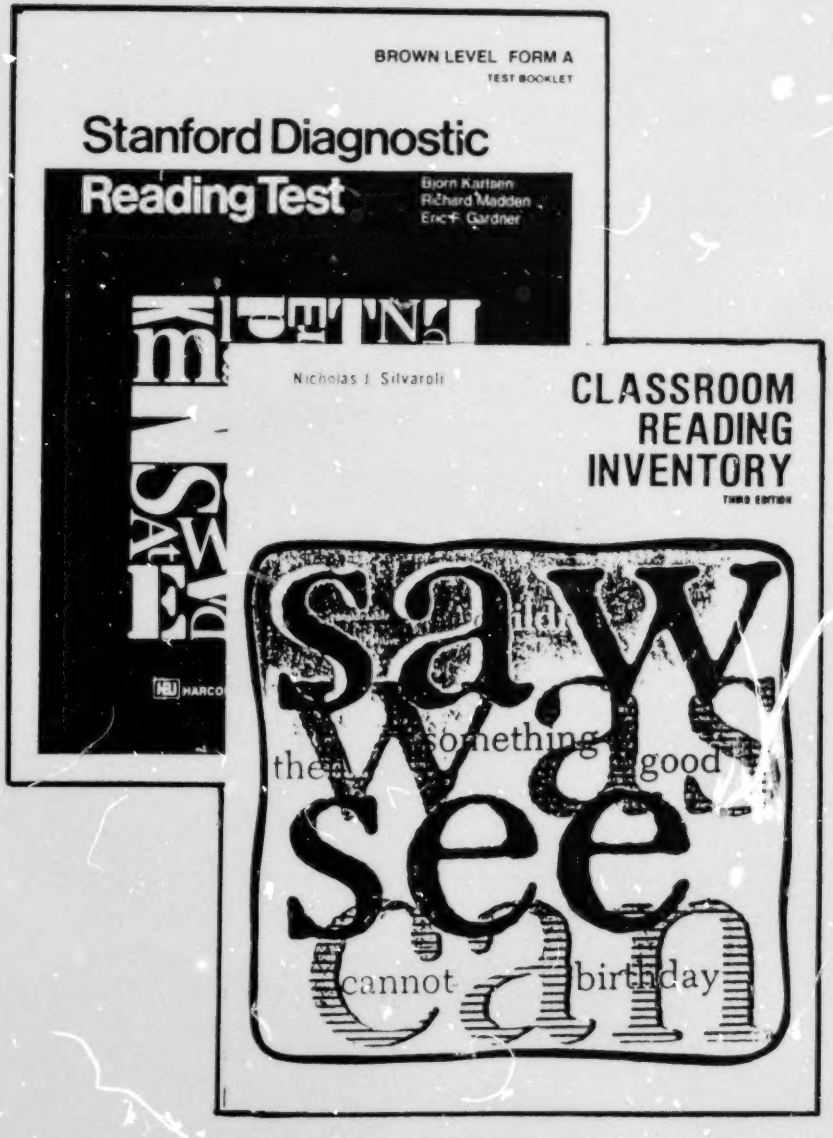
STEP ONE: DIAGNOSIS

Basic to any reading program is the diagnosis of strengths and weaknesses in reading of each participating student.

If possible the diagnosis should begin with a visual, auditory and general health screening to rule out physical problems which might interfere with reading.

Achievement testing may be required by a school district in order to evaluate student progress. An achievement test such as the Comprehensive Test of Basic Skills (C.T.B.S.) is used appropriately as a group measure to compare like school populations. It is not a diagnostic test. The reading level indicated may not be an accurate indicator of a student's instructional level; in fact, it most likely indicates the student's frustration level.

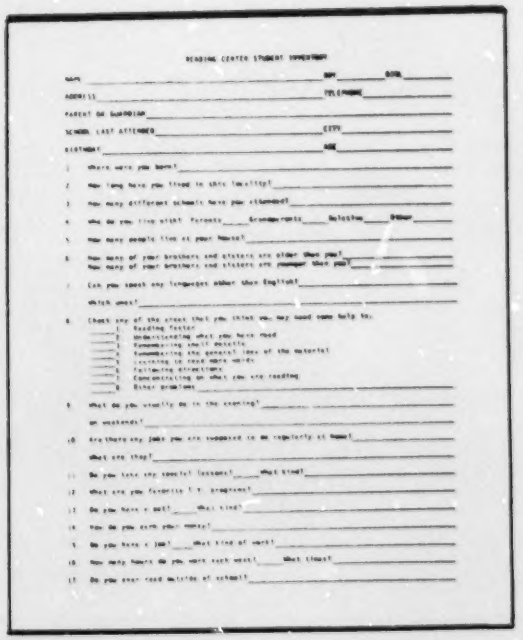
Diagnostic testing is necessary to determine the strengths and weaknesses a student has in all the important areas of reading. These include word attack skills, vocabulary development, literal and inferential comprehension and reading rate. The students' background of experience and fluency with English must be considered in making a careful diagnosis. However, students should not be tested more than is necessary to gain adequate information about their reading needs.



Diagnostic tools used by the De Anza Reading Center include the Woodcock Reading Mastery Tests, the Classrom Reading Inventory by Nicholas Silvaroli and the Stanford Diagnostic Reading Tests. The Brown Level of the Stanford Tests is the one appropriate for Junior High students with an instructional reading level of 5.0 or above. It is used to test the majority of our 7th and 8th grade students. The Green Level of the Stanford was developed for pupils reading at 3.0 - 4.0 and is used by our Reading Center for students at these levels. The Stanford Tests are group measures which provide very reliable information for most students. However, we believe that an individual test is necessary to diagnose the reading needs of low-achieving students, particularly those reading below 3.0. For this purpose, the individually administered tests we use are the Classroom Reading Inventory or the Woodcock Reading Mastery Tests. The initial diagnosis also includes an interest inventory and a sample of the student's writing skills.

When students enter the program with no background information about their reading ability, the San Diego Quick Assessment Test is administered to provide a reading level as a starting point for more extensive individual or group testing. If information is desired about the students' ability level, the Slosson Intelligence Test is recommended.

SAN DIEGO QUICK ASSESSMENT Word Lists NAME


READING CENTER STUDENT INVENTORY

Classroom teachers often indicate that they do not have time to provide individual diagnostic testing for their students. The Classroom Reading Inventory by Dr. Nicholas Silvaroli was designed with the busy classroom teacher in mind. The test takes approximately fifteen minutes to administer and quickly provides the kind of information available only through an individual test. By following the directions carefully and analyzing student miscues thoughtfully, the classroom teacher can formulate a workable diagnosis. Also recommended are the Woodcock Reading Mastery Tests. This is a standarized instrument which takes approximately 15 - 20 minutes to administer and may be used as either a diagnostic or achievement test. The five subtests give information in word attack, vocabulary and comprehension and test results are reported on an easy to read profile with student scores listed in grade equivalents, percentages and percentiles.

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STEP TWO: STUDENT PROFILE

Once diagnostic testing is completed the data should be compiled for analysis. The De Anza Student Profile was developed to provide a convenient form to record test data, diagnose a student's reading needs and prescribe specific materials for individualized instruction.

The cover of the profile sheet provides space for basic information about each student and summarizes which tests and inventories have been administered. Tests are recorded by date.

DE ANZA JUNIOR HIGH READING CENTER

STUDENT PROFILE

NAME David Hamilton

ADDRESS 1050 South Sultana

TELEPHONE 985-3116

BIRTHDAY 8-29-71

DATE ENTERED 9-83

LAST SCHOOL ATTENDED Don View Elementary

PROFILE SUMMARY

1.	Classroom Reading Inventory			9/83	9/84
2.	Stanford Diagnostic Reading Test			9/83	9/84
3.	C.T.B.S.	10/83	5/84	10/84	____
4.	Informal Diagnosis of Reading Skills			____	____
5.	Oral Language Evaluation			____	____
6.	Reading Competency Test			2/84	____
7.	Slosson Intelligence Test			____	
8.	Self-Concept Assessment			9/83	9/84
9.	Interest Inventory			9/83	9/84
10.	Auditory Screening			10/83	____
11.	Visual Screening			10/83	____

TEACHER Mrs. Caplan GROUP I PERIOD 3

TEACHER Mrs. Larson GROUP II PERIOD 4

STUDENT PROFILE - PAGE ONE

TESTING RECORD

	PRE-TEST				POST-TEST				
C.T.B.S. (7th)	Date	Form Level	Raw Score	Grade Level	Date	Form Level	Raw Score	Grade Level	Gain
Vocabulary	10/83	5.9	14	5.3	5/84	5.9	20	6.9	1.6
Comprehension			29	6.0			28	7.7	1.7
Total Reading			97	5.9			48	7.5	1.6
C.T.B.S. (8th)									
Vocabulary	10/84	5.9	20	6.9	—	—	—	—	—
Comprehension			27	7.4			—	—	—
Total Reading			47	7.4			—	—	—
C.T.B.S. (Adv.)									
Vocabulary	—	—	—	—	—	—	—	—	—
Comprehension			—	—			—	—	—
Total Reading			—	—			—	—	—

STANFORD DIAGNOSTIC READING TEST - GREEN	DATE	
	Grade Level	
Auditory Discrimination	—	—
Phonetic Analysis	—	—
Structural Analysis	—	—
Auditory Vocabulary	—	—
Reading Comprehension		
Literal	—	—
Inferential	—	—
Total	—	—

STANFORD DIAGNOSTIC READING TEST - BROWN	DATE	
	9/83	9/84
	Grade Level	
Phonetic Analysis	5.1	4.0
Structural Analysis	5.5	6.9
Auditory Vocabulary	4.5	5.4
Reading Comprehension		
Literal	6.0	7.3
Inferential	5.7	6.4
Total	6.0	6.9
Reading Rate	5.7	6.3

INFORMAL DIAGNOSIS OF READING SKILLS	DATE	
	No. of Errors	
Dolch List	—	—
Context Clues	—	—
Consonant Sounds	—	—
Substitutions	—	—
Long Vowels	—	—
Blending	—	—
Reversals	—	—
Prefixes	—	—
Suffixes	—	—
Compound Words	—	—
Syllabication	—	—
Root Words	—	—
Silent Letters	—	—
Initial Blends	—	—

CLASSROOM READING INVENTORY - SILVAROLI

DATE ____ ____

	% Correct		WR		COMP		Estimated Levels
PP							
P							Independent
1							— —
2							Instructional
3							— —
4							Frustration
5							— —
6							Hear. Capacity
7							— —
8							

Page two contains the Testing Record of the student. At the top of the page space is provided to record pre and post scores from the Comprehensive Test of Basic Skills (C.T.B.S.) for a two year program. High achieving eighth grade students are given the higher level C.T.B.S. so space is provided for these scores.

The center section of the page is designed to accommodate data from two levels of the Stanford Diagnostic Tests, an Informal Diagnosis of Reading Skills and the Classroom Reading Inventory. Since our students remain in the reading program two years, there is space to record scores from two separate testing sessions such as the fall of 1983 and the fall of 1984. Scores are recorded according to reading level on the Stanford Tests and number of errors on the Informal Diagnosis.

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The top section of page 3 provides space for recording competency testing results, auditory and visual screening, and any other test data.

The Diagnosis is recorded on a check list of difficulties. We place a check in front of any item that describes a weakness identified during diagnostic testing. The items selected become the basis for writing a prescription to remediate identified difficulties. Additional comments about needs in any of the eight areas may be written in the space to the right of the check-list. In addition, space is provided on page four to note any further concerns about the student that may be pertinent when formulating an instructional plan.

	Date	
COMPETENCY TESTING	2/83	Passed
AUDITORY SCREENING	4/83	No problems
VISUAL SCREENING	10/83	Needs to wear bifocals
OTHER TESTING:	—	
	—	
	—	

DIAGNOSIS (Check List of Difficulties):

	DATE 2/83	DATE 2/84
Oral Communication:		
Non English speaker	—	—
Limited English speaker	—	—
Low verbal ability	—	—
Poor knowledge of standard English	—	—
Listening Comprehension		
Poor auditory memory	—	—
Understanding of material heard	—	—
Visual Perception		
Visual memory of words	—	—
Reversals	—	—
Omissions	—	—
Substitutions	—	—
Word Analysis		
Auditory Discrimination	—	—
Knowledge of alphabet	✓	—
Phonetic analysis	✓	✓
Structural analysis	✓	✓
Blending	—	—
Use of context clues	✓	✓
Oral Reading		
Word-by-word reading	—	—
Incorrect phrasing	—	—
Ignores punctuation	—	—
Low sight vocabulary	—	—
Guesses at unknown words	—	—
Ignores word errors	—	—
Word-calling	—	—

	DATE 2/83	DATE 2/84
Silent Reading		
Vocalization	✓	—
Poor comprehension	✓	—
Low rate	✓	—
High rate at expense of mastery	—	—
Comprehension		
Recalling details	✓	—
Understanding main ideas	✓	✓
Locating information	✓	—
Recognizing cause and effect	✓	✓
Inferencing	✓	✓
Understanding author's purpose	—	—
Critical reading	—	—
Vocabulary development	✓	✓
Study Skills		
Listening	✓	
Following directions	✓	✓
Summarizing	—	✓
Skimming and scanning	—	—
Using reference materials	—	—
Behavioral Characteristics		
Marked insecurity	—	—
Easily frustrated	—	—
Poor concentration	—	—
Poor retention	—	—
Inconsistent performance	—	—
Ineffective study habits	—	—

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COMMENTS: Likes mysteries

READING LEVEL	Date	Level	Date	Level
Independent	9/83	5.0	9/84	6.0
Instructional		6.0		7.0
Frustration		7.0		8.0

PRESCRIPTION/INSTRUCTIONAL PLAN:

1. Visual Perception: ___

2. Word Attack: 9/83 Clues to Reading Progress - 2, Group Instruction
   9/84 Clues to Reading Progress - 4

3. Vocabulary: 9/83 Absolutely Essential Words, World of Vocabulary - 2
   9/84 World of Vocabulary - 3, Word Craft - 1

4. Study Skills: 9/83 Reading for Concepts - G, Listen and Think - E
   9/84 Reading for Concepts - H, Audio Reading Progress Lab - 7

5. Comprehension/Rate: 9/83 Controlled Reader - EA, Getting the Facts - F, R.F.U. Jr. Level 30, As America Began - 3
   9/84 Controlled Reader - FA, Main Idea - G, R.F.U. Jr. - Level 40, As America Began - 5

6. E.S.L./Bilingual: ___

7. Motivation: 9/83 Imaginative
   9/84 Tales of Mystery

Three reading levels are recorded on page four: independent (student can read with ease), instructional (challenging but not too difficult -- the appropriate teaching level), and frustration (difficult to read and comprehend---should be avoided).

The Prescription or Instructional Plan concludes the Student Profile. The initial prescription for each student is written in the space provided. The following year the prescription may be up-dated on the remaining lines to reflect the student's changing needs. When writing the prescription either specific approaches, specific materials or both may be stated to indicate emphasis needed in the instructional program.

STEP 3 - PLANNING SHEET

Occasionally, teachers have the erroneous idea that individualized instruction means wroking only on a one-to-one basis with students. On the contrary, individual needs can often be met most effectively and efficiently by grouping students who have similar needs. To facilitate the grouping of students and to enable teachers to see at a glance which lessons each student has, a class planning sheet is very useful. When testing is finished, teachers list their students and their instructional levels beginning with the lowest reading level in each class. Lower level students generally have a higher need for group lessons so these students are programmed first.

A second very useful aspect of the planning sheet is for introducing students to their lessons at the beginning of the school year. Since most reading programs come in many reading levels, students with a wide range of reading abilities often have the same reading program. For example, Reading for Understanding spans reading levels 2.8 to 14.0. Each level follows the same format, so by using the planning sheet to identify which students have the R.F.U. program, the teacher can make one presentation and avoid having to introduce the lesson individually.

A planning sheet showing half a class might look like the example on the opposite page. As you can see from the illustration, Ricky, Juan, Patricia and Becky would be grouped together for word attack lessons. Sammy, Jean, Martin and Valerie would be together in a level 1 comprehension group.

To make their own planning sheet, teachers need to insert their own instructional programs across the top of the page and then indicate the level of the material in the squares.

Teacher: Larson

Group: 4

Period: I

Groups	Word Attack				Vocabulary				Study Skills				Comprehension														Motivation					Troll Lit. Kit - Fact or Fiction
Instructional Level	Word Attack - Vocabulary Comprehension	Counseling	Flash X - Visual Tracking	System 80 - G.B.R. Tapes	Reach - Clues	Building Vocabulary-Vocabulit	World of Vocabulary	Absolutely Ess. Words-Wordcraft	Word Clues	Multiple Skills-Supportive Skills	Mysteries of Science-Think Lab	Scope Workbooks	Reading for Concepts	A.K.P.L. - Study Skills Library	Map Mastery-Fun in Finding Facts	Controlled Reader	Listening Programs	Specific Skills	R.F.U.	Prime	N.F.L. - Dogs - Horses	Dimensions	What's Happening - A.P. News	Read - Along Programs	Archeologies	Superthink/Winning Series	Jabberwocky - Great Americans	Radio Shows - S.R.A. Lab				
Ricky	1.8	W.A.			BA Fx.	Sys 80-A	Clues 1		A			B							C	Facts A					✓	GO A					
Juan	2.3	W.A				Sys 80-G	Clues 1		A			C			A					Facts B					✓	Alike					
Patricia	3.0	W.A.							1			D			B				DA	Facts C	Jr. 4		Dogs			✓	Turn Pr.					
Becky	3.2	W.M.					Clues 3		1			D			B				DA	Facts C	Jr. 4		Dogs			✓	Turn Pr.					
Sammy	4.0		1				Reach		2	E.W.					D				CA	Main Idea D	Jr. 7			AA 2			Imag.				F F	
Jean	4.5		1				Clues 3		2	E.W.		E			E				CA	Main Idea D	Jr. 7			AA 2			Imag.				F F	
Martin	4.7		1	✓					2	E.W.					E				DA	Main Idea E	Jr. 9			AA 2			Maks		G.A			
Valerie	5.3		1						3	W.C. 1		F							DA	Main Idea E	Jr. 20				W.H		Myst		G.A.			
Dawn	6.0		2	✓					4	W.C. 1					G	A.R.P.L. 7			EA	Main Idea F	Jr 28			AA 3			Sh Story					
Frank	6.3		2				Reach		4	W.C. 1					G	A.R.P.L. 7			EA	Main Idea F	Jr 34						Sh Story					
Lindy	7.7			✓						W.C. 2	G					A.R.P.L. 8			FA	Concl F	Jr. 46			•	A.P.		Life Styles			Radio Shows		
Robin	12.3			✓						W.C. 3	H								HA	Concl H	Sr. 11				A.P.		Life Styles			Radio Shows		

PLANNING SHEET FOR SCHEDULING GROUP LESSONS

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STEP 4 - STUDENT CONTRACT AND CONTRACT EVALUATION

One of the easiest and most efficient ways to organize individualized instruction is to use a contract system. A contract gives a student his own personal lesson plan and enables him to choose which lessons he wishes to do from a selection mutually agreed upon by the student and the teacher. Contracts foster responsibility and students enjoy the sense of independence they feel when choosing their daily lessons.

Contracts come in many forms and the type used by the De Anza Reading Center is one of the simplest to develop and adapt to almost any classroom situation. Essentially, our contract is a list of the instructional materials available for use in the reading class with extra lines provided for adding other lessons needed by particular students. Because we use a wide variety of materials, our contract has two pages of possible lessons. With a less broad selection, a one page contract might suffice.

De Anza Reading Center

CONTRACT

NAME David Hamilton
READING TEACHER Ms. Caplan
GROUP NUMBER I
CLASS PERIOD 9

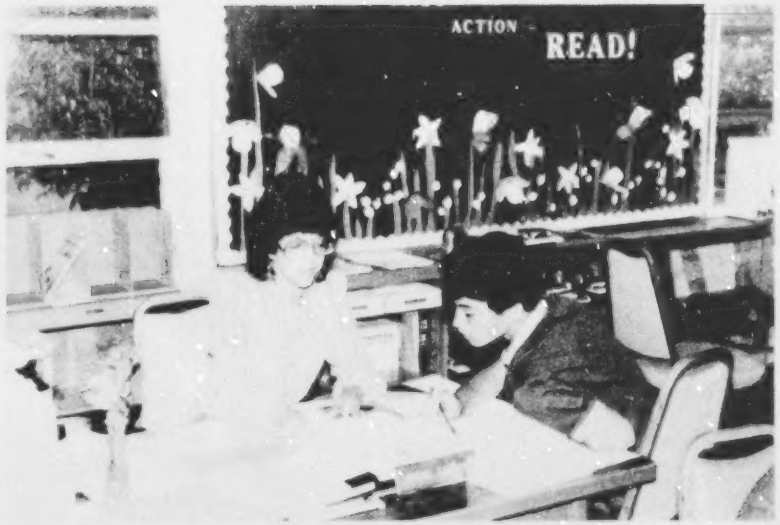
CONTRACT NUMBER 1
STARTING DATE 9-19-83
COMPLETION DATE 11-11-83
POINTS 260 PRIZE

Minimum points for contract completion:

Basic Contract 250
Book Reports 30
TOTAL 280

STUDENT CONTRACT - PAGE ONE

The cover of the contract is shown on page 10. In addition to student data, the cover indicates to the student the minimum points needed for contract completion. The De Anza Reading Center uses a 25 day contract at the present time. Other contract lengths work equally well and the length of the contract is usually determined by a school's individual system of scheduling students into reading. We do recommend making contracts last at least 15 days. Few skills are mastered in less time and one of the benefits of our contract system is that teachers are freed from the necessity of constantly writing lesson plans. If it becomes apparent that an assigned lesson is inappropriate for a particular student it can always be changed immediately.



Points are alloted to lessons on the basis of how much time it takes the average student to complete them. Most lessons are worth 5 points and our students are asked to try for at least 10 points per day.

Since De Anza uses 25 days as the length of time a student works on a contract, a minimum of 50 points is required to successfully complete a contract. In addition, every student is required to complete at least 30 points of independent reading. An average size paperback book is worth 15 points for most students. An Action Library novel, written at 2.0 - 3.9 reading level would be worth 15 points for students reading at this level but would be worth only 5 or 10 points for more able readers. Better students may choose to read books written below their reading level since many of these books are very attractive and well written. However, we tell students that because they are "faster readers" they will need to read more of the easier books in order to receive the necessary 30 points for independent reading.

The inside pages (illustrated) of the contract contain the list of instructional materials. On the De Anza contract, these materials are divided into seven areas: Visual Perception, Word Attack, Vocabulary, Study Skills, Comprehension/Rate, E.S.L./Bilingual and Recreational Reading.

Under "Number Per Column" the teacher puts a number in front of each lesson that she wishes the student to do. When a student has completed the specified number of lessons, the total number of points for those lessons is recorded in the first column under points earned. This tells the student that he is finished with those lessons until he has done all the others assigned to him.

When he has points recorded in the first column for all the assignments, he repeats the number of lessons to earn his points in the second column and then the third, providing he still has days left to work on his contract.

Number Per Column	Instructional Materials	Points Per Lesson	Completed Lessons	Points Earned
	VISUAL PERCEPTION:			
	Tach-X/Flash-X	5		
	Processing/Comp. Power Para.	5/10		
	Visual Tracking-Letter/Word	5		
	WORD ATTACK:			
	Aud-X Programs	10		
	System 80	5		
3	Clues - 2	5/10	(13-2 10) (3-2 10) (16-2 10)	30
	G.B.R. Tapes	5/10		
	Reach	10		
	VOCABULARY:			
3	World of Vocabulary 2	10	(1 10) (2 10) (3 10)	30
2	Absolutely Essential Words	10	(1 10) (2 10) (3 10)	20
	Building Vocabulary	5		
	Wordcraft	7		
	Word Clues	5/7		
	Vocabu-lit	15		
	STUDY SKILLS:			
	Multiple Skills	2 for 5		
	Supportive Skills	5		
	Mysteries of Science/Think Lab	5		
	Scope Skills	5		
4	Reading for Concepts 6	5	(2 5) (7 5) (15 5) (32 5)	20
	Study Skills Library/A.R.P.L.	7		
	Map Mastery/Fun in Finding Facts	10		
	COMPREHENSION/RATE:			
2	Controlled Reader EA	10	(4 10) (7 10) (15 10)	20
1	Listening Programs F	5/10	(14 10)	10
4	Specific Skills Facts - F	5	(2 5) (3 5) (7 5) (15 5)	20
4	R.F.U. Junior - Level 30	2 for 5	(30-33 5) (30-33 5)	10
	Prime	10		
	N.F.A./Dogs/Horses	5		
2	Dimensions As America Began 3	5	(14 5) (15 5)	10
	What's Happening/A.P. Newspaper	5		
	Superthink/Winning Series	5/10		
	Read-Along Programs	5/10		
	Action/Double Action	10		
	Go Books	5/10		

STUDENT CONTRACT - PAGE TWO

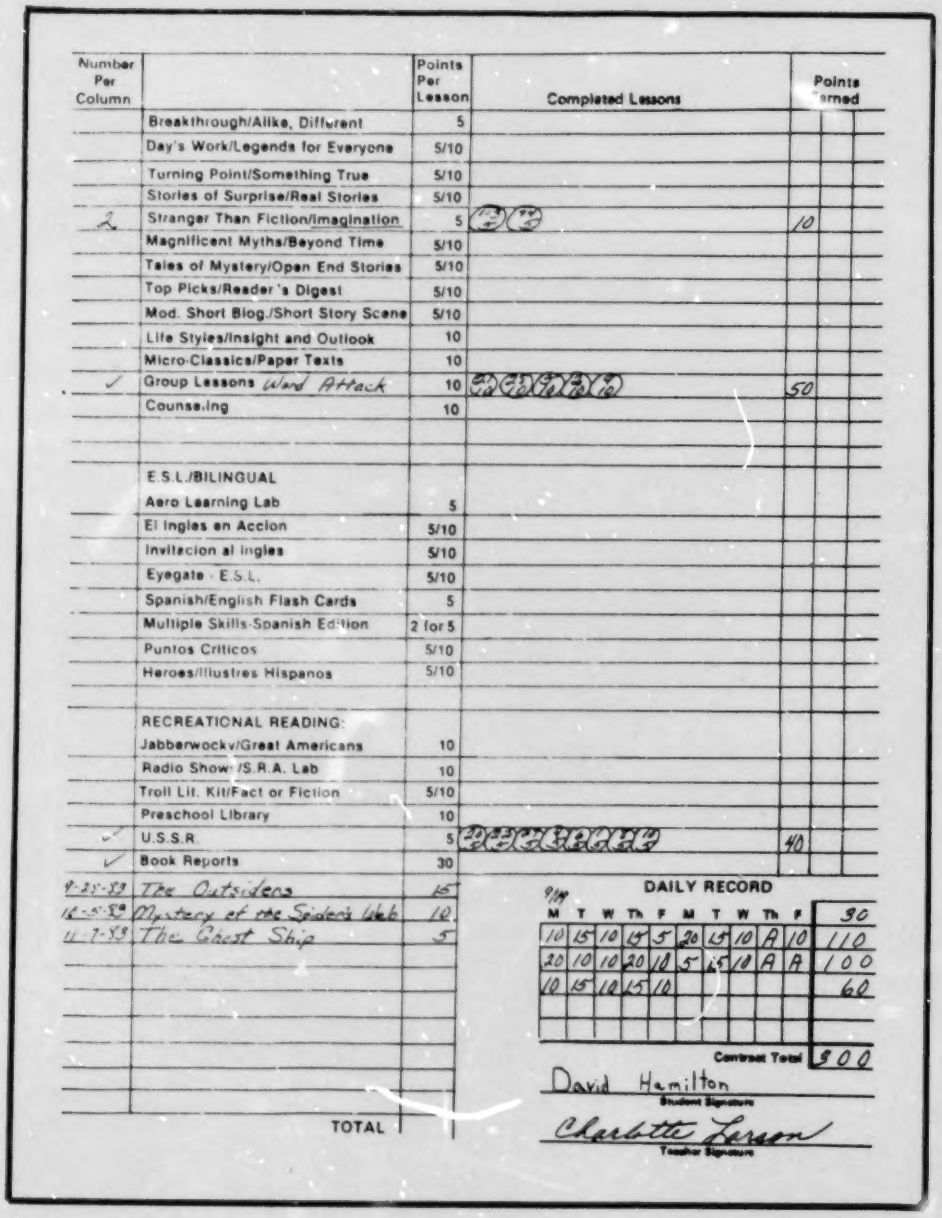
A guide to the number selected in the "Number Per Column" would be how many of each type of lesson the teacher wants done in approximately a week. However, the teacher does not need to limit the number to the exact amount that he anticipates can be done in a week or any other particular time frame. The number of lessons that are completed will vary from student to student, and students who do more than the minimum of two lessons or ten points per day, will move more rapidly to earning points in the second column.

The number given by the teacher tells the student the maximum number of each assigned lesson he may do before going on to some other type of activity. This prevents the student from continuing too long with one type of lesson that he may particularly enjoy at the expense of other needed assignments. The purpose of the contract is to give the student a well rounded selection of activities that meet his reading needs. A number is not assigned to group lessons but, instead, a check is placed in front of the line designating which group a student has. Group lessons are done on a regular schedule and the check tells the student this is not a lesson he can choose to do any time he wishes.

To receive credit for a lesson, it must be at least 70% correct. As far as possible, lessons are corrected as soon as they are finished in order to provide immediate feedback for the student. As each assignment is graded, it is recorded under the heading, "Completed Lessons." Either the number of the lesson or the page number that was completed is used to indicate which lesson was finished. For lessons that have no number, the date is used to indicate completion. Under the lesson number or date, the number of points received for the lesson is recorded. The "Points Per Lesson Column" indicates to the student how many points he would expect for a particular lesson but as previously stated, these are sometimes adjusted by the teacher.

When there is just five minutes left in the class period, the lights are clicked off and on as a signal to the students that the class is nearly over and that they should replace any materials they are using. The teacher then circles the lessons that have been finished that day and records the number of points earned in the appropriate box under daily record as illustrated on page 3 of the contract.

Lessons are not circled until the end of the period so teachers can quickly spot the lessons that were just completed. A glance at the daily record also quickly shows the teacher and student how much is being accomplished each day. An average of ten or more points indicates that the student is doing what is expected of him by his teacher. An 'A' in a box indicated an absence, and an 'I', that the student was working but did not complete any lessons. A number of 'I's or 5 point days would tell the teacher that either the assignments were too difficult for that student or he was not using his time well.



Number Per Column		Points Per Lesson	Completed Lessons	Points Earned
	Breakthrough/Alike, Different	5		
	Day's Work/Legends for Everyone	5/10		
	Turning Point/Something True	5/10		
	Stories of Surprise/Real Stories	5/10		
2	Stranger Than Fiction/Imagination	5	(1) (2)	10
	Magnificent Myths/Beyond Time	5/10		
	Tales of Mystery/Open End Stories	5/10		
	Top Picks/Reader's Digest	5/10		
	Mod. Short Biog./Short Story Scene	5/10		
	Life Styles/Insight and Outlook	10		
	Micro-Classics/Paper Texts	10		
✓	Group Lessons Word Attack	10	(1) (2) (3) (4) (5) (6)	50
	Counseling	10		
	E.S.L./BILINGUAL			
	Aero Learning Lab	5		
	El Ingles en Accion	5/10		
	Invitacion al Ingles	5/10		
	Eyegate - E.S.L.	5/10		
	Spanish/English Flash Cards	5		
	Multiple Skills-Spanish Edition	2 for 5		
	Puntos Criticos	5/10		
	Heroes/Illustres Hispanos	5/10		
	RECREATIONAL READING:			
	Jabberwocky/Great Americans	10		
	Radio Show/S.R.A. Lab	10		
	Troll Lit. Kit/Fact or Fiction	5/10		
	Preschool Library	10		
✓	U.S.S.R.	5	(1) (2) (3) (4) (5) (6) (7) (8)	40
✓	Book Reports	30		
9-25-89	The Outsiders	15		
10-5-89	Mystery of the Spider's Web	10		
11-7-89	The Ghost Ship	5		
	TOTAL			

DAILY RECORD 9/19

M	T	W	Th	F	M	T	W	Th	F	
10	15	10	15	5	20	15	10	A	10	110
20	10	10	20	10	5	15	10	A	A	100
10	15	10	15	10						60

Contract Total 900

David Hamilton
Student Signature

Charlotte Larson
Teacher Signature

STUDENT CONTRACT - PAGE THREE

When the student has had 25 days to work on his contract, the points he has earned are totaled and recorded on the front of the contract. At De Anza, students earn their report card grades through their contract points. The grading criteria is given to students at the beginning of the school year, so they know exactly how many points they need for each letter grade. We use the following point system: A = 400 points (355 contract points and 45 book report points) B = 300 points (270 contract points and 30 book report points) C = 265 points (250 contract points and 15 book report points) D = 200 points (200 contract points and no book report points) F = less than 200 points. In addition to earning their grades, meeting the point requirements of their contracts also makes students eligible for prizes. In the De Anza Center, a student may choose a paperback book or poster as his prize.

Most students respond well to the idea of working for a reward and there are many things the teacher can offer which cost little or nothing. Certificates, a free period to spend as he chooses, a picture of himself to keep or put up on a bulletin board, admission to a special assembly are all incentives to complete a contract successfully.

Of course, the main reason for students to work on their assignments is to improve their reading skills and we feel that students should be vitally involved in their own learning. We want them to realize that improved reading ability does not come from something a teacher does for them but is the result of what the teacher helps them to do for themselves.

We believe one of the most valuable aspects of the De Anza contract is the evaluation form which is filled out by the student after he completes a contract.

In order to help students judge their own progress they are asked to list three things that they have learned. At first, some students have difficulty stating what they have learned and the teacher has to help them recognize what they have accomplished. "Did you learn any new words? Can you read a little faster? Did you learn any facts that you didn't know before? Do you enjoy reading more than you did?" These and similar questions help students focus on what they are learning and help them identify the reading skills that they still need to work on.

Especially valuable to the teacher is the selection of the two lessons the students found the most helpful. We have found students to be very insightful and candid in choosing the lessons that helped them most. They will often pick a lesson they do not particularly like if they feel they are deriving benefit from it. Most students really do want to learn and with individualized instruction they can be provided with lessons that are appropriate for their reading levels and needs.

CONTRACT EVALUATION

I. Two things I learned while working on my contract:

1. I learned the meanings of new words
2. I learned how to read faster

II. The reading skills I need to work on:

____ Word Attack (figuring out words)

_✓_ Vocabulary (learning new words)

____ Study Skills (how to do better in school)

_✓_ Comprehension (understanding what I read)

_✓_ Rate (learning to read faster)

III. Two kinds of lessons I found the most helpful:

1. Absolutely Essential Words
2. Controlled Reader

IV. My favorite lesson:

Imagination

V. Comments

I think I have done pretty good on this contract. I learned to read faster and I learned many new words. I also made three book reports and I like reading better now.

A. Number of lessons assigned

B. Title/Level of lesson

C. Lesson recorded by:

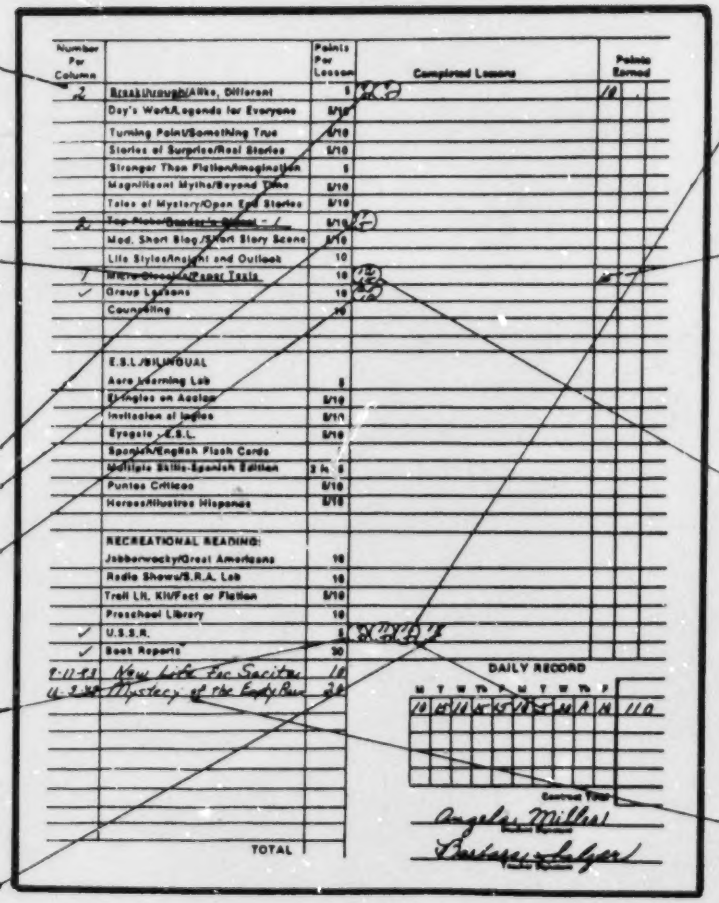
Top Number =

Lesson Number
Page Number
Date completed

Bottom Number =

Point value of lesson

D. Lesson recorded on contract after grading (not yet circled)



E. Lessons recorded on daily record

F. Specified number of points earned for the first column

G. Teacher option for number of points

H. Record of book reports given and points earned

EXAMPLE OF LESSONS RECORDED ON CONTRACT

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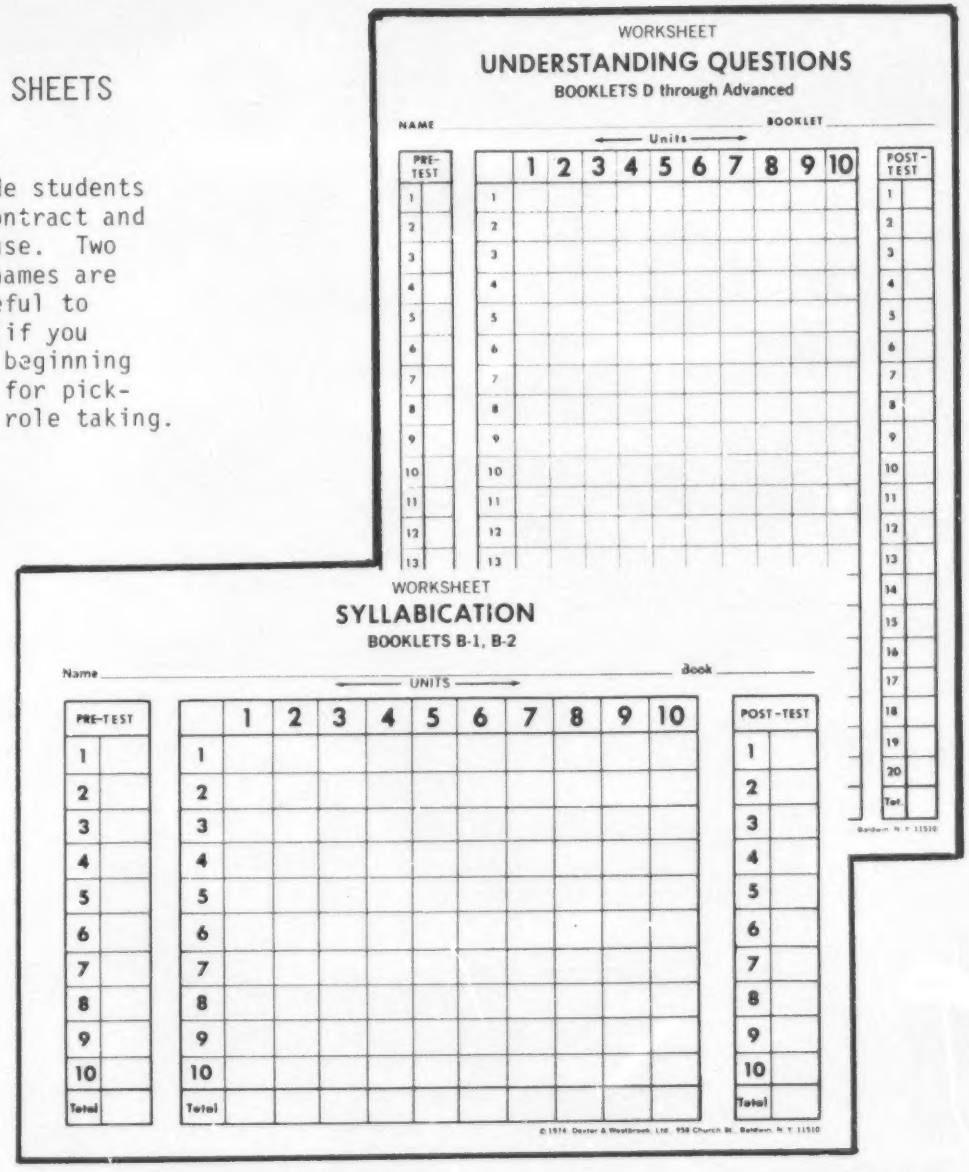
STEP 5 - STUDENT FOLDERS AND RECORD SHEETS

A useful organizational device is to provide students with their own folders which contain the contract and record sheets for the materials that they use. Two pocket folders labeled with the students' names are convenient for this purpose. It may be useful to select a different color for each teacher (if you work as a team) or for each class. At the beginning of each period students can be responsible for picking up their own folders, thus simplifying role taking.

Vital to individualized instruction and learning is an accurate record-keeping system. These records should be meaningful to both the student and the teacher. Many reading programs come with record sheets that may be copied or adapted for student use. Record keeping should be as simple as possible; basically, all that is needed is a record of which lessons have been done and the student's level of success. Samples of good record sheets which accompany reading programs are illustrated to the right.



WORKSHEET

UNDERSTANDING QUESTIONS

BOOKLETS D through Advanced

NAME _____ BOOKLET _____

Units

PRE-TEST		1	2	3	4	5	6	7	8	9	10	POST-TEST	
1		1										1	
2		2										2	
3		3										3	
4		4										4	
5		5										5	
6		6										6	
7		7										7	
8		8										8	
9		9										9	
10		10										10	
11		11										11	
12		12										12	
13		13										13	
												14	
												15	
												16	
												17	
												18	
												19	
												20	
												Tot	

WORKSHEET

SYLLABICATION

BOOKLETS B-1, B-2

Name _____ Book _____

UNITS

PRE-TEST			1	2	3	4	5	6	7	8	9	10	POST-TEST	
1		1											1	
2		2											2	
3		3											3	
4		4											4	
5		5											5	
6		6											6	
7		7											7	
8		8											8	
9		9											9	
10		10											10	
Total		Total											Total	

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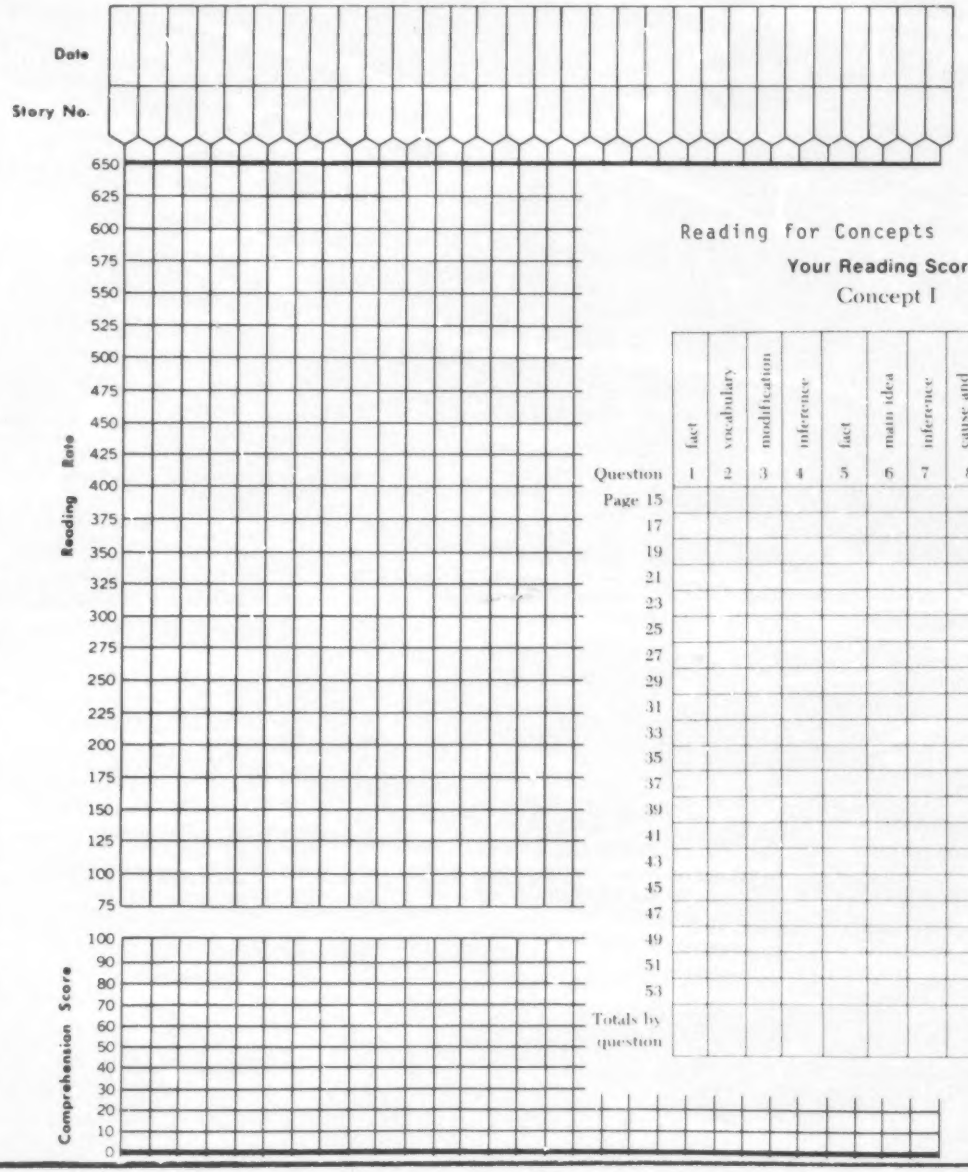
DE ANZA READING CENTER

NAME_____TEACHER_____PERIOD_____

CONTROLLED READING PROGRESS CHART



Record Sheets for use with the E.D.L. Controlled Reader and Reading for Concepts

DE ANZA READING CENTER

Reading for Concepts

Name_____

Your Reading Scores

Concept I

Question	1 fact	2 vocabulary	3 modification	4 inference	5 fact	6 main idea	7 inference	8 cause and effect	9 concept recognition	Total for Page
Page 15										
17										
19										
21										
23										
25										
27										
29										
31										
33										
35										
37										
39										
41										
43										
45										
47										
49										
51										
53										
Totals by question										

Your Reading Scores

Concept II

Question	1 fact	2 vocabulary	3 modification	4 inference	5 fact	6 main idea	7 inference	8 cause and effect	9 concept recognition	Total for Page
Page 59										
61										
63										
65										
67										
69										
71										
73										
75										
77										
79										
81										
83										
85										
87										
89										
91										
93										
95										
97										
Totals by question										

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We hope our management system will serve as a model for teachers who wish to use a similar type of program. Our experience using the Futureprint system has convinced us that the reading needs of junior high students can best be met through an individualized program. Our students have responded very enthusiastically to using contracts which offer them independence, challenge and a sense of accomplishment.

In addition, teachers have appreciated a system that is practical, efficient and allows them to effectively meet a wide range of reading needs. We would be most happy to answer any questions you might have about implementing this system or any other aspect of our reading program.

We also invite you to visit the De Anza Reading Center to observe the program and talk with the staff. If you are interested in inservice, technical assistance or a visitation, please contact us directly.

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Written and Compiled

by

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